BELTON ELEMENTARY 202 Watkins Street Belton, South Carolina 29627 3-5 Elementary School GRADES 488 Students ENROLLMENT Bonnie S. Knight 864-338-7738 PRINCIPAL SUPERINTENDENT Mr. Thomas T. Chapman 864-369-7364 Mrs. Brenda Cooley 864-369-7364 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: G00D Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 12 63 13 1 0 IMPROVEMENT RATING: **BELOW AVERAGE** ADEQUATE YEARLY PROGRESS: This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE	TRENDS	OVER 4	4-YFAR	PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours









Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

Advanced Very hid

Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient Basic

Well prepared to work at next grade level; met expectations Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE E	3Y GRO	UP							
	Enrollment 1st	/	/ %	1	/ %	/	/ `` `	Performance Objective	Participation Objective
	sh/Langua							\ <u>'</u>	V
All Students	486	99.8	10.2	41.9	39.9	8.0	59.9	Yes	Yes
Gender	040	400.0	44.0	40.0	27.4		540		
Male	248	100.0	14.8	42.2	37.4	5.7	54.3		
Female	238	99.6	5.4	41.6	42.5	10.4	65.6		
Racial/Ethnic Group	070	00.7	0.0	37.6	40.4	0.0	00.0	Vaa	Vaa
White African-American	370 101	99.7	9.3 12.6	54.7	43.1 30.5	9.9 2.1	63.3 48.4	Yes Yes	Yes Yes
Asian/Pacific Islanders	5	100.0	12.0 I/S	54.7 I/S	30.5 I/S	1/S	40.4 I/S	I/S	I/S
	8	1/S	1/S	1/S	1/S	1/S	1/S	1/S	1/S
Hispanic American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	1/S
Disability Status	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	1/3	1/3
Not disabled	398	99.8	9.7	39.8	41.7	8.9	63.2		
Disabled	88	100.0	12.7	51.9	31.6	3.8	44.3	Yes	Yes
Migrant Status	1 00	100.0	12.7	01.0	01.0	0.0	74.0	103	103
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	486	99.8	10.2	41.9	39.9	8.0	59.9		
English Proficiency		00.0	10.2		00.0	0.0	00.0		
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	99.8	9.8	42.0	40.2	8.0	60.3		
Socio-Economic Status									
Subsidized meals	232	100.0	15.0	50.2	32.4	2.4	47.8	Yes	Yes
Full-pay meals	253	99.6	6.1	34.8	46.3	12.7	70.1		

Mathematics - State Performance Objective = 15.5%									
All Students	486	99.8	9.3	48.1	28.2	14.4	62.3	Yes	Yes
Gender									
Male	248	100.0	11.3	47.4	23.0	18.3	60.4		
Female	238	99.6	7.2	48.9	33.5	10.4	64.3		
Racial/Ethnic Group									
White	370	99.7	9.0	44.0	29.7	17.2	65.3	Yes	Yes
African-American	101	100.0	10.5	63.2	24.2	2.1	50.5	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	398	99.8	7.5	46.2	30.1	16.1	67.2		
Disabled	88	100.0	17.7	57.0	19.0	6.3	39.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	486	99.8	9.3	48.1	28.2	14.4	62.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	482	99.8	9.2	48.0	28.3	14.5	62.5		
Socio-Economic Status									
Subsidized meals	232	100.0	13.0	61.4	20.3	5.3	50.2	Yes	Yes
Full-pay meals	253	99.6	6.1	36.9	34.8	22.1	72.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Belton Elementa	ry								
PACT PERFORMANCE BY GRADE LEVEL									
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced		
		Englis	sh/Langua	_					
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	162	99.4	14.5	55.9	29.0	0.7	29.7		
Grade 5	163	99.4	20.5	53.4	25.3	0.7	26.0		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 3	159	100.0	8.3	26.1	47.1	18.5	65.6		
Grade 4	165	100.0	12.3	52.8	33.1	1.8	35.0		
Grade 5	162	99.4	10.0	60.6	26.9	2.5	29.4		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
			Mathemat						
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	162	99.4	8.3	54.5	20.7	16.6	37.2		
Grade 5	163	99.4	12.3	44.5	30.1	13.0	43.2		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 3	159	100.0	6.4	49.7	33.1	10.8	43.9		
Grade 4	165	100.0	11.7	46.6	25.2	16.6	41.7		
Grade 5	162	99.4	13.1	52.5	20.6	13.8	34.4		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 488)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	2.0%	Down from 7.5%	2.7%	2.7%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	96.8% 7.4%	Up from 93.2%	96.5% 3.7%	96.4% 4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%		3.0%	3.5%
Eligible for gifted and talented	19.0%	Up from 16.1%	18.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech Older than usual for grade	14.3% 1.2%	Down from 17.9% Down from 3.8%	8.3% 0.9%	8.2% 0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	44.0%	Up from 40.0%	54.0%	51.4%
Continuing contract teachers	92.0%	Down from 100.0%	91.0%	87.5%
Highly qualified teachers** Teachers with emergency or provisional certificates	90.0%	N/A	95.2% 0.0%	95.0% 0.0%
Teachers returning from previous year	90.9%	Up from 89.5%	89.1%	86.7%
Teacher attendance rate	96.0%	Up from 92.4%	95.1%	94.9%
Average teacher salary	\$39,493	Down 2.5%	\$41,189	\$40,760
Prof. development days/teacher	12.7 days	Down from 17.5 days	s 11.5 days	12.4 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 23.6 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.1%	Up from 83.0%	90.3%	90.0%
Dollars spent per pupil*	\$7,475	Up 46.0%	\$5,686	\$6,044
Percent of expenditures for teacher salaries*	57.8%	Down from 60.5%	66.1%	65.9%
Opportunities in the arts	Good 99.0%	No change	Good	Good 99.0%
Parents attending conferences SACS accreditation	Yes	Down from 99.2% No change	99.0% Yes	Yes
Character development program * Prior year audited financial data are reported.	Average	N/A	Good	Good
		Our District		State
Highly qualified teachers in low poverty		96.1%	92.0%	
Highly qualified teachers in high povert	y schools**	N/A		1.1%
		State Objectiv		te Objective
Highly qualified teachers in this school	•	65.0%		Yes
Student attendance in this school		95.3%		Yes
**NOTE: The verification process was not complete	d for the year rer	norted: therefore the count of hi	iably aualified teachers	may not be accur

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a very busy and exciting time for Belton Elementary School. It was a year that transitioned the 3rd grade faculty and student body from Marshall Primary onto our campus. We grew from 325 students to almost 500, and our faculty increased by a third. Although it was a year of great change and adjustments for many, it proved to be a most rewarding and productive year for all

BES undertook several projects during the school year. Our fundraising efforts focused on providing a playground for our school and community. Through tremendous efforts of many, we were able to fund, equip, and build a wonderful playground that was enjoyed by all of our students for the majority of the year. Another major project throughout the spring was the enhancement of various spaces in our building through the talents of a local artist and students in the school. Adding color and life to these plain spaces really added personality to our school.

As always, our faculty, staff, and students continued to focus on academics and instruction. Teaching the standards and making sure that students were mastering their grade level standards in every subject area was necessary in order for them to perform well on the Palmetto Achievement Challenge Test. As parents, your constant support and encouragement throughout the year was vital to the academic program at Belton Elementary School, and it was greatly appreciated by all.

Major Accomplishments During the 2003-2004 School Year

* Successful transition of the 3rd grade from Marshall Primary School

* 2003 PACT scores above the state average in both ELA & Math (grades 4 & 5)

* 90% student participation in the school's Science Fair: 3 Gold, 2 Silver, and 1 Bronze Award at the Regional Science Fair in Clemson, SC

* 25,024 points earned in the Accelerated Reader Program: 195 students met their yearly goal with a 70% or better average; 52 students received T-shirts for having 100 or more AR points; 5 students were recognized as Red-Hot Readers with 300% or more of their reading goal

* First and very successful Spring Fling complete with grade level Talent Shows

* Completion of a school/community playground and picnic area

* Very active PTO and volunteer program logging in hundreds of volunteer hours

* School participation in School Health Improvement Partnership (SHIP)

A special "Thank You" to all who made 2003-2004 a great school year! We look forward to another wonderful year as we work together for the students of Belton Elementary School.

Bonnie S. Knight, Principal Jennifer G. Wilson PTO/SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS **Teachers** Students* Parents* 30 143 113 Number of surveys returned Percent satisfied with learning environment 78.6% 100.0% 87.4% 96.7% Percent satisfied with social and physical environment 91.5% 85.8% 60.7% Percent satisfied with home-school relations 90.0% 85.9% *Only students at the highest elementary school grade level at this school and their parents were included.